



YEAR FIVE

Heavers Farm and Selsdon Primary Schools

TEACHER NAME:

CLASS:

CURRICULUM 2019/20

This document forms part of our curriculum planning and assessment for 2019/20. This includes the key learning in each curriculum subject for this year group and the half termly assessment for each subject.

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Year 5	ART
<p style="text-align: center;">'art makes children powerful'</p> <p style="text-align: center;"><i>It is important to start with children's own ideas. It is also important to teach children that nothing is right or wrong in art. You should encourage children's creativity and support this by teaching them the art skills to express and develop this. Good art teaching increases children's self-esteem, self-confidence and independence which supports them to become independent learners across the curriculum.</i></p> <p>Please ensure that children are given the opportunity over the year to go and look at actual artworks. <i>Please avoid any 'colouring in' and filling in of photocopied sheets made by an adult. Art skills should be broken down and taught in the same way any other subject knowledge is taught in school so please avoid showing children a video of someone 'doing art' and then expect them to copy this. You would not dream of doing this when teaching maths, so please use the same rigour when teaching art!</i></p>	
<p>Sketching</p>	<ul style="list-style-type: none"> – Create a sketch collection in their sketch book to record their observations and use them to review and revisit ideas. – Sketch collection of observational and imagined drawings and ideas using a variety of techniques including reflections, shadow, direction of sunlight, movement and perspective. – Use drawing confidently in a variety of styles as appropriate to task. – Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape. – Draw from imagination and memory to design and illustrate. Develop accuracy and expression in their drawings including the human figure.
<p>Improve mastery of Art and Design Techniques</p>	<p>Remember scale! Give children lots of opportunities to work with projects on a large scale (<i>i.e. not always on A4/A3 paper</i>)</p> <p>Painting Create painting through the use of a colour palette by combining colours, tones and tints to enhance the mood of a piece.</p> <p>3D Sculpture and Collage Create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p> <p>Textile Use fabric printing techniques and explore using dyes.</p> <p>Printing Master printing techniques and can make appropriate and effective choice in use of visual elements to reflect the purpose of the work.</p>

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<p>Learn about and take inspiration from notable artists/architects/designers</p>	<p>Show and explain the influence of notable artists, artisans and designers within their work. <i>Please include living artists, women and people of colour. Talk about why the artist made what they did, what they were interested in etc. These works should not simply be a pastiche of other artists' works, but an attempt to look deeper at what motivated this artist, the techniques they used to enable children to make work of their own.</i></p> <p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</p>
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Year 5	COMPUTING
E-safety	<ul style="list-style-type: none"> – To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour. – To identify a range of ways to report concerns about content and if a stranger contacts them. – Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others – Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others
Programming	<ul style="list-style-type: none"> – design write and debug programs that accomplish specific goals. – Solve problems by decomposing them in smaller parts. – Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern – use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs – To use a simple algorithm using flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon
ICT	<ul style="list-style-type: none"> – Pupils learn how to use software to create a brochure or poster on a given subject – Pupils learn to write and deliver with greater confidence a presentation on a given subject. – Pupils learn how to adapt and create images to enhance or further develop their work – Pupils learn how to develop a storyboard and then create a simple animation using for instance ‘Puppet Pals’ or ‘Stop Motions’ Animation’ – Pupils learn to search, sort and graph information – To use search technology effectively appreciate how results are selected and ranked.
Communicating	<ul style="list-style-type: none"> – To use instant messaging. – To conduct a video chat in the school. – To identify the opportunities that the internet offers.

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Year 5	DESIGN & TECHNOLOGY
<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</i></p>	
<p>When designing and making, pupils should be taught to:</p>	
<p>Design</p>	<ul style="list-style-type: none"> – Come up with a range of ideas after they have collected information – Identify the needs, wants, preferences and values of particular individuals and groups – Take a user’s view into account when designing – Produce a detailed step-by-step plan – Develop a simple design specification to guide their thinking – Suggest some alternative plans and say what the good points and drawbacks are about each
<p>Make</p>	<ul style="list-style-type: none"> – Explain why their finished product is going to be of good quality. – Explain how their product will appeal to the audience – Uses a range of tools and equipment expertly. – Perseveres through different stages of the making process. – Uses the most appropriate material for their product. – Accurately measure to the nearest mm and cut out. – Apply a range of finishing techniques.
<p>Evaluate</p>	<ul style="list-style-type: none"> – Keep checking that their design is the best it can be. – Check whether anything could be improved. – Check against their design criteria. – Evaluate appearance and function against the original criteria.
<p>Technical Knowledge</p>	<ul style="list-style-type: none"> – How to use learning from science and maths to help design and make products that work – That materials can be combined and mixed to create more useful characteristics – The correct technical vocabulary for the projects they are undertaking is used – How to program a computer to monitor changes in the environment and control their products – Know that a 3D textiles product can be made from a combination of fabric shapes
<p>Cooking and Nutrition</p>	<ul style="list-style-type: none"> – Food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world – How food is processed into ingredients that can be eaten or used in cooking and nutrition – Food preparation, cooking and nutrition – That different food and drink contain different substances – nutrients, water and fibre – that are needed for health

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Year 5	ENGLISH – SPOKEN LANGUAGE
Spoken language	<ul style="list-style-type: none">– Give well- structured explanations– Command of Standard English– Consider and evaluate different viewpoints– Use appropriate register

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Year 5	ENGLISH – WRITING
Phonic & whole word spelling	<ul style="list-style-type: none"> – spell some words with ‘silent’ letters – continue to distinguish between homophones and other words which are often confused – use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> – use further prefixes and suffixes and understand the guidance for adding them – use dictionaries to check the spelling and meaning of words – use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	<ul style="list-style-type: none"> – choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters – choosing the writing implement that is best suited for a task
Contexts for Writing	<ul style="list-style-type: none"> – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own – in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> – noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> – selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning – in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action – précising longer passages – using a wide range of devices to build cohesion within and across paragraphs – using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> – assessing the effectiveness of their own and others’ writing – proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning – ensuring the consistent and correct use of tense throughout a piece of writing – ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register – proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> – perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> – use a thesaurus – using expanded noun phrases to convey complicated information concisely – using modal verbs or adverbs to indicate degrees of possibility

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Grammar <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none">– using the perfect form of verbs to mark relationships of time and cause– using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun– converting nouns or adjectives into verbs– verb prefixes– devices to build cohesion, including adverbials of time, place and number
Punctuation <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none">– using commas to clarify meaning or avoid ambiguity in writing– using brackets, dashes or commas to indicate parenthesis
Grammatical Terminology	<ul style="list-style-type: none">– modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

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YEAR 5	ENGLISH – READING
Decoding	<ul style="list-style-type: none"> – apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> – continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading books that are structured in different ways and reading for a range of purposes – making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> – increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions – identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> – learning a wider range of poetry by heart – preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Understanding	<ul style="list-style-type: none"> – checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context – asking questions to improve their understanding – summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> – drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> – predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> – identifying how language, structure and presentation contribute to meaning – discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> – distinguish between statements of fact and opinion – retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> – recommending books that they have read to their peers, giving reasons for their choices – participate in discussions about books, building on their own and others’ ideas and challenging views courteously – explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

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GEOGRAPHY		
Year 5	Breadth of Study	Skills
Locational and Place knowledge	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa.</p> <p>Use 4 figure grid references to read maps.</p> <p>Make connections between the Equator and the tropics and Africa.</p> <p>Identify largest urban areas in Africa and the deserts/plains etc.</p>	<ul style="list-style-type: none"> – Confidently use maps, globes and Google Earth. – Use atlases/maps to describe and locate places using 4 figure grid references. – Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. – Ask questions e.g. what is this landscape like? What is life like there? – Study photos/pictures/maps to make comparisons between locations. – Identify and explain different views of people including themselves.
Human and Physical Geography	<p>Rivers and the water cycle including transpiration</p> <p>Human geography including trade between UK and other countries. <i>Fair/unfair distribution of resources (Fairtrade).</i></p>	<ul style="list-style-type: none"> – Use the language of rivers e.g. erosion, deposition, transportation. – Explain and present the process of rivers. – Compare how river use has changed over time. – Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. – Discover where food comes from. – Discuss and debate fair trade. – Generate solutions and promote ethically sound trade.
Fieldwork <u>Spend at least one whole week on this</u>	<p>Link this to your local history focus.</p> <p>Pick a time to compare it to (Victorian? Edwardian? 1930s?)</p>	<ul style="list-style-type: none"> – Look for evidence of what the local area was like in the past focusing on changes in human and physical geography. – How is this different today? Make field notes/observational notes. – How is transport different? – Take photographs to support findings e.g showing different transport used in the area today which would not have been used in the past. – Study pictures of the local area in past times and compare and contrast. – Select a method to present the differences in transport in the area today. – Produce a map to show difference between then and now, identifying key aspects of change in the local area drawing on historic resources and the current circumstances.

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Year 5	HISTORY - CONTENT
<p>A local history study Examples (non-statutory)</p> <ul style="list-style-type: none"> – a depth study linked to one of the British areas of study listed above – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	

Year 5	HISTORY - SKILLS
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>	
Chronological understanding	<ul style="list-style-type: none"> – Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) – Order significant events, movements and dates on a timeline. – Describe the main changes in a period in history
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> – Choose reliable sources of information to find out about the past. – Give own reasons why changes may have occurred, backed up by evidence. – Describe similarities and differences between some people, events and artefacts studied – Describe how historical events studied affect/influence life today. – Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical interpretation	<ul style="list-style-type: none"> – Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.

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	<ul style="list-style-type: none">– Give reasons why there may be different accounts of history.– Evaluate evidence to choose the most reliable forms.
Historical enquiry	<ul style="list-style-type: none">– Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.– Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.– Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	<ul style="list-style-type: none">– Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.– Plan and present a self-directed project or research about the studied period.

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Year 5	MATHS
Counting	<ul style="list-style-type: none"> – count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 – interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Place Value	<ul style="list-style-type: none"> – read, write, order and compare numbers up to 1 000 000 and determine the value of each digit – round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Representing number	<ul style="list-style-type: none"> – read Roman numerals to 1000 (M) and recognise years written in Roman numerals – recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
Mental +/-	<ul style="list-style-type: none"> – add and subtract numbers mentally with increasingly large numbers
Written +/-	<ul style="list-style-type: none"> – add and subtract whole numbers with more than 4 digits, including using formal written methods
Problems +/-	<ul style="list-style-type: none"> – use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Number facts (x/÷)	<ul style="list-style-type: none"> – identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers – know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers – establish whether a number up to 100 is prime and recall prime numbers up to 19
Mental (x/÷)	<ul style="list-style-type: none"> – multiply and divide numbers mentally drawing upon known facts – multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
Written (x/÷)	<ul style="list-style-type: none"> – multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers – divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
Problems (x/÷)	<ul style="list-style-type: none"> – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes – solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign – solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
Recognising fractions	<ul style="list-style-type: none"> – recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number

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Comparing fractions	<ul style="list-style-type: none"> – compare and order fractions whose denominators are all multiples of the same number – identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
Fraction calculations	<ul style="list-style-type: none"> – add and subtract fractions with the same denominator and denominators that are multiples of the same number – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
Decimals as fractional amounts	<ul style="list-style-type: none"> – read and write decimal numbers as fractions
Ordering decimals	<ul style="list-style-type: none"> – recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents – round decimals with two decimal places to the nearest whole number and to one decimal place – read, write, order and compare numbers with up to three decimal places
Percentages	<ul style="list-style-type: none"> – recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
Fraction problems	<ul style="list-style-type: none"> – solve problems involving number up to three decimal places – solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Measures	<ul style="list-style-type: none"> – convert between different units of metric measure – understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints – estimate volume and capacity
Mensuration	<ul style="list-style-type: none"> – measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres – calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
Money	<ul style="list-style-type: none"> – use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
Time	<ul style="list-style-type: none"> – solve problems involving converting between units of time
Properties of 2-d shape	<ul style="list-style-type: none"> – use the properties of rectangles to deduce related facts and find missing lengths and angles – distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Properties of 3-d shape	<ul style="list-style-type: none"> – identify 3-D shapes, including cubes and other cuboids, from 2-D representations
Angles	<ul style="list-style-type: none"> – know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles – draw given angles, and measure them in degrees (°)

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	<ul style="list-style-type: none">– identify angles at a point and one whole turn (total 360°); at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)– identify other multiples of 90°
Position & Direction	<ul style="list-style-type: none">– identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
Interpreting data	<ul style="list-style-type: none">– complete, read and interpret information in tables, including timetables
Extract info from data	<ul style="list-style-type: none">– solve comparison, sum and difference problems using information presented in a line graph

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Year 5	MODERN FOREIGN LANGUAGE
Speaking and Listening	<ul style="list-style-type: none"> – Understand numbers in multiples of 10 up to 100. – Understand and give simple directions. – Say that they don't understand and ask for something to be repeated. – Give information. – Use short sentences when asking and answering questions. – Prepare a short talking task alone or with a partner and present this with reasonable pronunciation. – Listen to a story or poem and identify key words and phrases.
Reading	<ul style="list-style-type: none"> – Show understanding of a short text containing familiar and unfamiliar language. – Retrieve information from a text. – To make predictions based on existing knowledge. – Read aloud to a partner or small group.
Writing	<ul style="list-style-type: none"> – Write short sentences in a presentation or booklet. – Write simple instructions accurately. – Write sentences on a range of topics using a model.
Knowledge about languages	<ul style="list-style-type: none"> – Use agreements of adjectives. – Manipulate language by changing an element in a sentence.
Knowledge about the culture of the countries	<ul style="list-style-type: none"> – Look at further aspects of everyday lives from the perspective of someone from another country. – Learn about places of interest/ importance within the country studied.

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Year 5	MUSIC
Play and Perform	<ul style="list-style-type: none"> – Show control, phrasing and expression in singing. – Hold part in a round (pitch/structure). – Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. – Improvise on own with increasing aural memory.
Create and compose	<ul style="list-style-type: none"> – Compose and perform melodies using four or five notes. – Use a variety of different musical devices including melody, rhythms and chords. – Record own compositions. – Create own songs (raps- structure). – Identify where to place emphasis and accents in a song to create effects (duration).
Respond and Review	<ul style="list-style-type: none"> – Know how pulse, rhythm and pitch fit together. – Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). – Use these words to identify strengths and weaknesses in own and others’ music.
Listening and applying	<ul style="list-style-type: none"> – Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). – Read/ work out the musical stave (notes as Year 4). – Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. – Describe different purposes of music in history/ other cultures.

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Year 5	PSHE
Living in the Wider World (PSHE)	<ul style="list-style-type: none"> – Learn about respect for self and others – The importance of respecting and protecting the environment – How money plays an important part in people’s lives – Learn about rights and responsibilities – Where money comes from, keeping it safe and managing it effectively – To respect equality and to be a productive member of a diverse community
Health and Wellbeing: (PSHE)	<ul style="list-style-type: none"> – How to maintain physical, mental and emotional health – How to make informed decisions about health and wellbeing – To identify different influences on health and wellbeing – Ways of keeping physically and emotionally safe – Managing change
Relationships (PSHE)	<ul style="list-style-type: none"> – How to develop and maintain a variety of healthy relationships – How to recognise and maintain emotions within relationships – How to recognise risky or negative relationships – How to respond to risky or negative relationships
SRE	<ul style="list-style-type: none"> – The way humans are conceived and grow, and why families are important. Consideration of changing body image and gender stereotyping and being aware of various types of partnerships and relationships. – Keeping safe (<i>including discussion of harmful practices such as FGM</i>). – The physical and emotional changes that happen in puberty. – Keeping safe.

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Year 5	PHYSICAL EDUCATION
Fundamental Movement Skills	<ul style="list-style-type: none"> – Applying segmental speed to improve performances in running, throwing and jumping – Using strength technique and control to improve athletic performances – Understanding the difference between lateral, linear and multi-directional speed and thinking about when to apply each
Fundamental Sports Skills	<ul style="list-style-type: none"> – Playing competitive games and starting to understand the rules – Understanding the use of tools and equipment and their application to particular sports – Applying gymnastic techniques and using gymnastic apparatus to create movement patterns
Physical Literacy	<ul style="list-style-type: none"> – Learning how to evaluate and assess own success and limitations in physical activities – Beginning to understand how to improve physical performances – Applying strength, controlled body movements and positions to improve performances in modified competitive games
Dance	<ul style="list-style-type: none"> – Perform dances using a range of simple movement patterns
Swimming	<ul style="list-style-type: none"> – Performing a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating – Pushing and gliding from the wall towards the pool floor – Kicking 10 metres backstroke, front crawl, butterfly and breast stroke (one item of equipment optional) – Perform a head first sculling action for 5 metres in a flat position on the back – Travel on back and log roll in one continuous movement onto front and vice versa – Push and glide and swim 10 metres (choice of stroke is optional)

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Year 5	RELIGIOUS EDUCATION
We follow Croydon's Agreed Syllabus for Religious Education 2018 . Please read this for more detail.	

AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Islam Authority & Worship Writings Harvest	Sikhism Authority & Worship Bandi chor Christmas	Sikhism Writings Lifestyle Vaisakhi	Christianity Lifestyle Easter	Pilgrimage	Pilgrimage

SUGGESTED RESOURCES		
Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> • Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children's Bible • Cross/crucifix, various types • Wafers • Icons • Candles (votive, Baptismal, Paschal) • Palm Cross • Rosary • Church service sheet, Baptism/Confirmation service sheet • Pictures and/or statues of Jesus and Virgin Mary • Advent ring • Trading games • Hymn book • Various baptism, confirmation, Easter and Christmas cards 	<ul style="list-style-type: none"> • Mezuzah and a copy of the Shema • Hanukkiah and candles • Shabbat candlesticks and candles • Seder Plate • Matzos • Havdala candle • Memorial candle • Purim rattle • Miniature Torah Scroll and Yad • Tallit (prayer shawl) • Yamulka (cap) • Dreidle • Various cards ie Passover and Hannukah 	<ul style="list-style-type: none"> • Puja Tray • Arti lamp • Divas • Garlands • Murtis (e.g Rama & Sita, Shiva, Lakshmi, Ganesh, • Krishna, Vishnu) • Bhagavad Gita • Rakhi and Rakhi cards • Diwali/celebration cards • Russian doll • Three faced puppets
Islam	Buddhism	Sikhism
<ul style="list-style-type: none"> • Qur'an and cover and Qur'an Stand. • Prayer Mat • Compass • Prayer beads • Hijab (head covering) • Ihram • Hajj belt, visa permission form, prayer times sheet • Islamic patterns • Pictures of Mosques • Pictures of the Kabba • Halal soap, jelly, toothpaste • Water carrier • Eid cards 	<ul style="list-style-type: none"> • Statues of the Buddha with different mudras • Prayer wheel • Prayer beads • Prayer bell/ cymbals • Prayer shawl • Pictures of the four sights • Bodhi leaf 	<p>The five Ks, the first three of which should be introduced with care and sensitivity;</p> <ul style="list-style-type: none"> • Khanga, Kirpan, Kachs, Kara, Khanda • Turban length • Rumula (cloth for the Guru Granth Sahib) • Chauri • Pictures of Gurus, at least Guru Nanak and Guru Gobind Singh • Garlands • Pictures of Gurdwara and/or the Golden Temple • Nishan Sahib • Ik Onkar • Conch shell

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Year 5	SCIENCE - SKILLS
Planning and predicting	<ul style="list-style-type: none"> – Plan different types of scientific enquiries to answer questions. – Make predictions based on scientific knowledge. – Suggest methods of testing including a fair test. – Suggest how to collect evidence. – Select suitable equipment.
Investigating and observing	<ul style="list-style-type: none"> – Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
Recording, analysing and evaluating.	<ul style="list-style-type: none"> – Pupils should read, spell and pronounce scientific vocabulary correctly. – Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Reporting and present findings from enquiries, including conclusions and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

Year 5	SCIENCE - CONTENT
LIVING THINGS AND THEIR HABITATS	<ul style="list-style-type: none"> – describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird – describe the life process of reproduction in some plants and animals
<p><i>Non-statutory guidance</i></p> <p><i>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</i></p> <p><i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i></p> <p><i>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</i></p>	

ANIMALS INCLUDING HUMANS	<ul style="list-style-type: none"> – describe the changes as humans develop to old age
<p>Non-statutory guidance</p> <p><i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p> <p><i>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i></p>	
PROPERTIES AND CHANGES OF MATERIALS	<ul style="list-style-type: none"> – compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets – know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution – use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating – give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic – demonstrate that dissolving, mixing and changes of state are reversible changes – explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
<p>Non-statutory guidance</p> <p><i>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</i></p> <p><i>Note: pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials.</i></p> <p><i>Pupils might work scientifically by: carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it</i></p>	

melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

EARTH AND SPACE

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Non-statutory guidance

Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a ‘dwarf planet’ in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones).

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

FORCES

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Non-statutory guidance

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement.

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Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

CURRICULUM AIMS

Safety

Build safe, caring and compassionate relationships.

Be healthy.

Manage conflict.

Resilience

Respond confidently to the changes or uncertainties.

Develop self-motivation, determination and personal well-being.

Overcome adversity.

Broaden knowledge.

Improve confidence.

Community

Develop teamwork.

Respect each other.

Demonstrate integrity, and openness to innovation and new ideas.

Equality

Celebrate diversity.

Unite in a common purpose.

Ensure equality of opportunity is at the core of everything we do.

Respect each other.

Ensure that our diverse population is one of our greatest strengths.

Opportunity

Experience a wide range of opportunities.

Achieve to the highest standards.